

# Peterborough Provisional Primary Education Performance 2022

November 2022

### Introduction

- 2022 saw the return of statutory assessments for Key Stage 1 and Key Stage 2, after a pause due to covid disruption.
- As highlighted by the Department of Education, this means not all results are comparable to previous years
- The report covers performance across EYFS, KS1 and KS2
- This is provisional data – final data released at the end of 2022 and the beginning of 2023
- A full report looking at detailed analysis of results will be available in the Spring

### Summary

- For Early Years, KS1 and KS2 although overall performance has declined due to the challenges of the pandemic.
- The Peterborough decrease has been less or is in line with the national decrease.
- Although KS1 results have not shown an improved ranking position, the decrease of attainment was just below the national average.
- KS1 continues to have high mobility and high proportion of new entrants to the system, including EAL pupils.
- Although KS2 attainment is below the national average the progress score has continued to improve over the three-year trend.
- Comparisons with other LA's highlights improvement across EYFS, KS1 and KS2 in all areas.

## Summary Comparison

	Peterborough	Rank	Cambridgeshire	Rank	National	East of England
EYFS - GLD	61%	84	66%	44	65%	
YEAR 1 Phonics	71%	92 (+7)	74%	73 (+4)	75%	74%
End of KS1 Phonics	85%	82 (+11)	87%	49 (+15)	87%	87%
KS1 Reading	58%	100 (0)	67%	51 (+11)	67%	66%
KS1 Writing	49%	98 (+1)	57%	58 (+10)	58%	58%
KS1 Maths	61%	96 (+2)	68%	55 (+6)	68%	67%
KS2 Combined	51%	93 (+6)	57%	55 (+18)	59%	
KS2 Reading	69%	97 (+2)	75%	50 (+11)	74%	
KS2 Writing	61%	95 (+5)	66%	75 (+14)	69%	
KS2 Maths	68%	78(+20)	71%	51(+26)	71%	
KS2 Reading Progress	-0.5	70 (+20)	0.2	47 (+8)	0.1	
KS2 Writing Progress	-0.6	75 (+12)	-0.3	66 (+12)	0.1	
KS2 Maths Progress	0.1	58 (+14)	0.2	56 (+9)	0.1	

## Early Years Foundation Stage Profile (EYFSP)

The EYFSP summarises and describes pupils' attainment at the end of the EYFS.

The purpose of the assessment is to gain insight into levels of the children's development and their readiness for the next phase of their education.

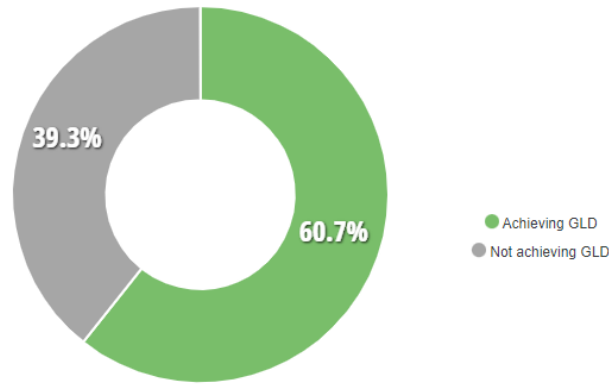
The EYFSP gives:

The pupil's attainment in relation to the 17 early learning goals, covering the 7 key areas of learning.

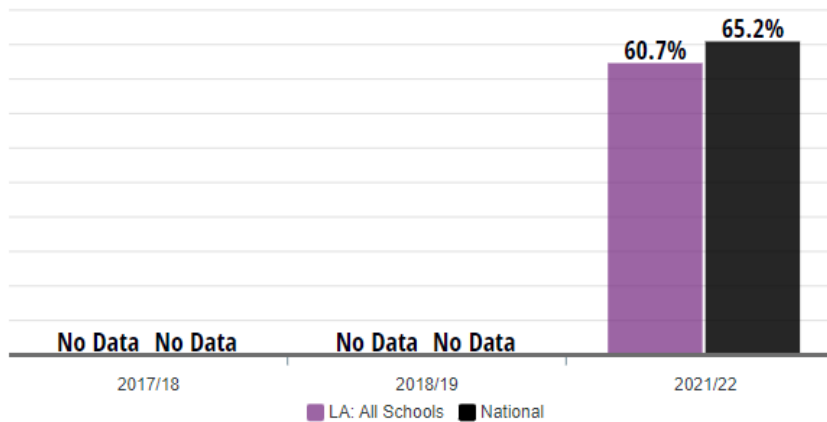
'Good Level of Development' (GLD) is a standard way of measuring performance. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy

From a cohort of 2,931 pupils, 60.7% achieved a good level of development. The average total points score in all GLD goals is 21.5 out of a possible 24.

EYFSP: Good Level of Development | Value



EYFSP: Good Level of Development | Trend



## Phonics – Expected Standard (Year 1)

The phonics check is designed to show how well children can use the phonic skills they have learnt up until the end of year 1. The check consists of 40 words and non-words (pseudo words) that children are asked to read to a teacher. The non-words area a collection of letters that follow phonic rules.

From a Year 1 cohort of 3,014 pupils 71.0% achieved the expected standard of 32 marks.

Peterborough’s average Year 1 expected standard percentage for the last 3 academic years is 74.8%

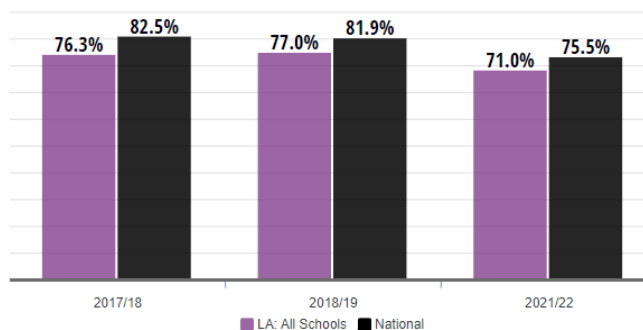
The relative change continues to be above the National average.

Peterborough’s percentile rank when compared to all LAs nationally is 92. This is an improvement of 7 places.

### Actions

- Phonics will continue to be a focus ensure that reading and phonics schemes are robust and the resources available support high quality teaching of reading.
- Continued offer of phonics audit for maintained schools
- Letters sent to all low performing school to invite them to the Improving Phonics Programme.

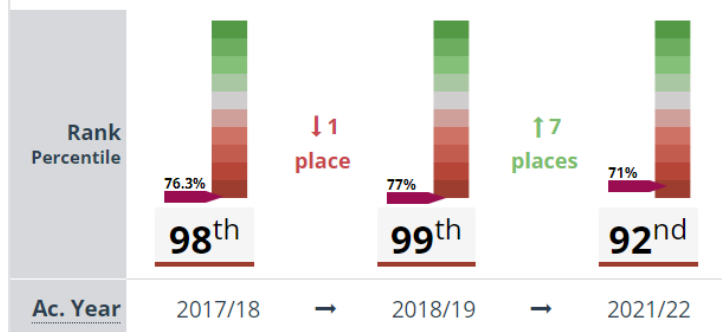
Phonics: Expected Standard (Year 1) | Trend



Phonics: Expected Standard (Year 1) | Relative Change

	2017/18 Value	→ Trend	2018/19 Value	→ Trend	2021/22 Value
LA: All Schools	76.3%	+0.7%	77.0%	-6.0%	71.0%
National	82.5%	-0.6%	81.9%	-6.4%	75.5%
<b>Relative Change</b>	-	<b>+1.3%</b>	-	<b>+0.4%</b>	-

Phonics: Expected Standard (Year 1) | Percentile Rank Trend



## Key Stage 1 - Reading, Writing and Mathematics

A teacher assessment framework which is partly informed using tests with a scaled score outcome.

From the cohort of 3,078 pupils, a proportion achieved below the national average when measuring the expected standard and greater depth.

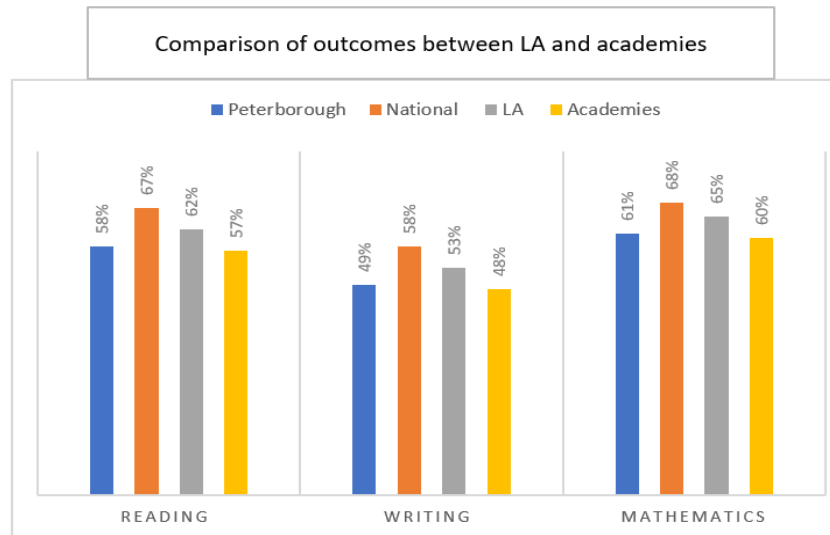
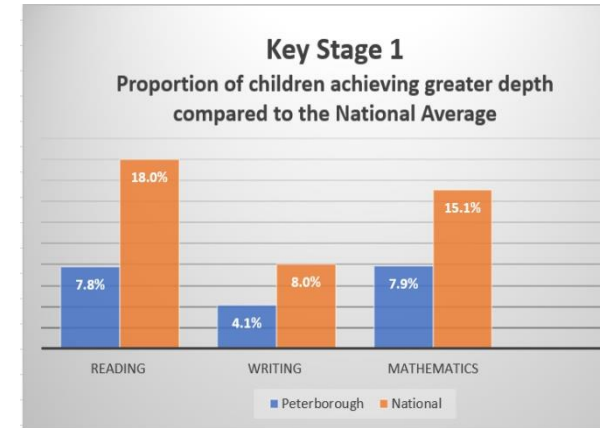
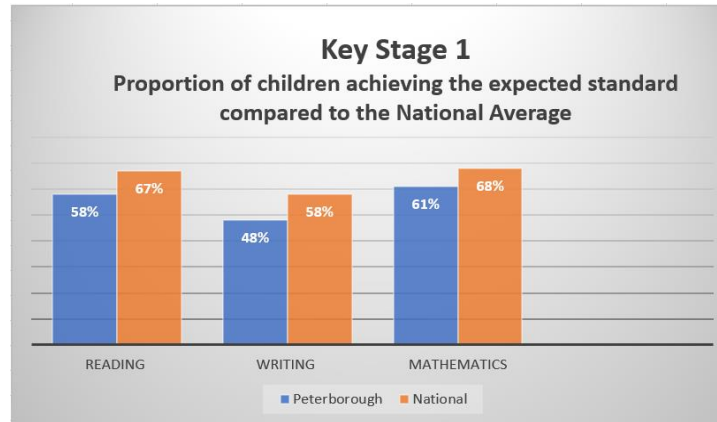
Mobility and new entrants into the system continues to be a barrier. When analysing the data LA maintained schools have performed better than academies in all areas.

### Actions

- Year 3 will be a focus area to ensure gaps are minimised.
- A writing conference is being held this year
- All LA maintained schools expecting an Ofsted inspection are being offered a reading and phonic audit
- A pilot for 12 targeted school is being developed focusing on writing
- Focus on high aspirations, using evidence informed practice from other areas of disadvantage.
- Continued support from the new wave English hub including specialist support and funding.

The expected standard percentile rank when compared to all LAs nationally;

Reading expected standard 100 – no change in place.  
 Reading greater depth 100 – a decline of 5 places  
 Writing expected standard 98 - an improvement of 1 place.  
 Writing greater depth 96 - a decline of 7 places  
 Mathematics expected standard 96 - an improvement of 2 places.  
 Mathematics greater depth 100 – a decline of 8 places



## Key Stage 2 – Reading, Writing, Mathematics and combined RWM

Schools are held to account for the percentage of pupils achieving the expected standard at the end of key stage 2 and whether they make sufficient progress.

Reading, Mathematics and Grammar punctuation and Spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected standard. Writing remains as a teacher assessment.

A key performance indicator is also the combined level where pupils achieve the expected standard in reading, writing and Mathematics.

From a cohort of 3,146 a proportion achieved just below the National average, with the gap narrowest for mathematics. High aspirations across all subjects continues to be a focus area. Analysis highlights that the gap in writing is linked to increasing independent writing opportunities across the curriculum.

The expected standard percentile rank when compared to all LAs nationally;

Reading expected standard 97 - an improvement of 2 places.

Reading greater depth 97 – an improvement of 3 places.

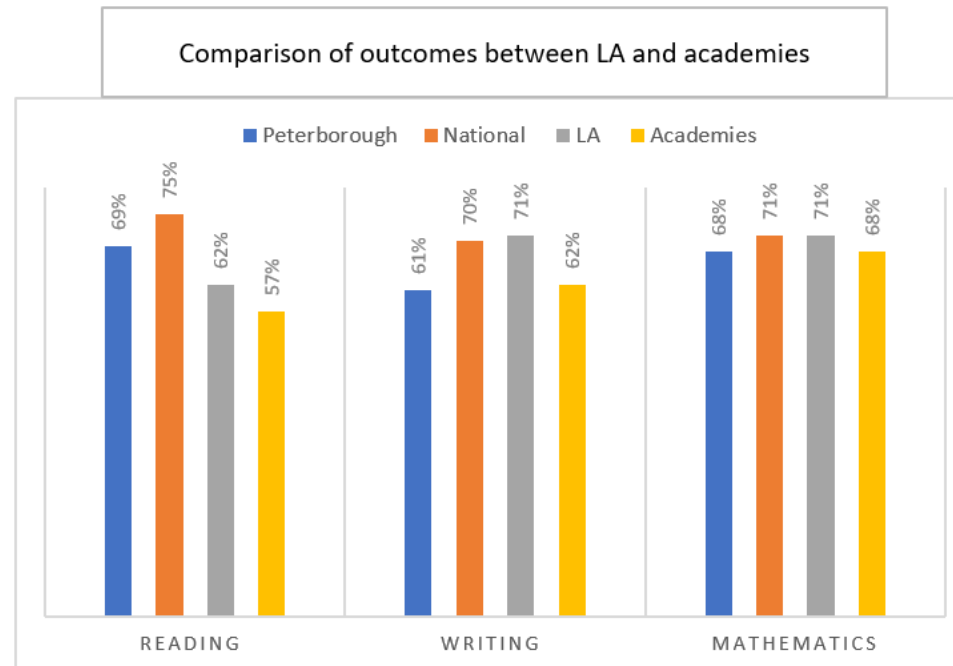
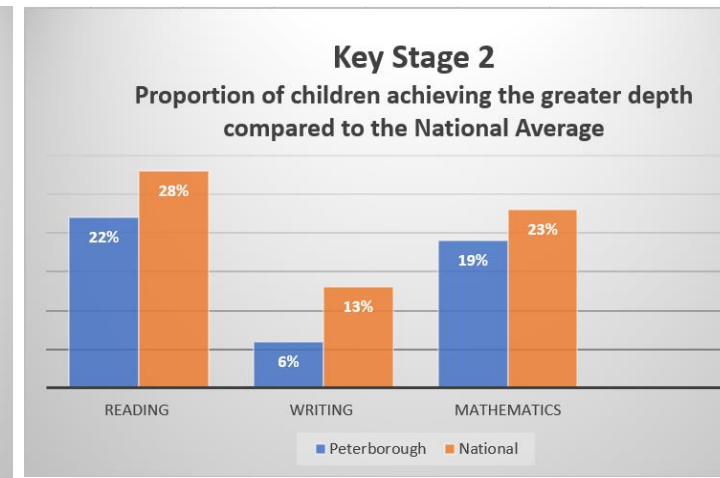
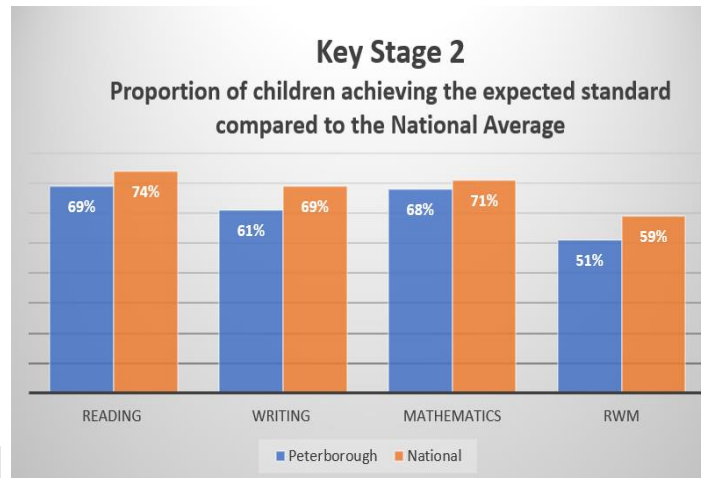
Writing expected standard 95 - an improvement of 5 places.

Writing greater depth 94 - an improvement of 2 places

Mathematics expected standard 78 - an improvement of 20 places.

Mathematics greater depth 85 - an improvement of 6 places

RWM expected standard 93 - an improvement of 6 places



## Key Stage 2 - Progress

The progress measure is based on a value-added model which will be adjusted to take account of missed education due to the pandemic.

The figures in this report are provisional.

Progress figures for reading and writing are below national. Although both have improved significantly, and the gap to match the national value has reduced. Maths is above the national value and has shown continued improvement over the last 3 years.

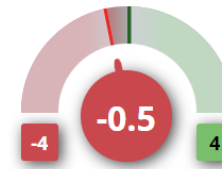
### Actions

- A writing conference is being held this year
- Continued focus on reading and vocabulary development
- A pilot for 12 targeted school is being developed focusing on writing
- A focus on tracking a pupil level to emphasise the importance of combined achievement is running across the academic year
- Evidence based practice will be shared to highlight the impact of high aspirations within disadvantaged areas.
- Year 3 writing programme
- Continued sign posting to the Cambridge maths hub

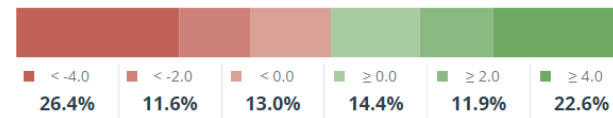
The percentile rank when compared to all LAs nationally for progress;

Reading expected standard 70 - an improvement of 20 places.  
 Writing expected standard 75 - an improvement of 12 places.  
 Mathematics expected standard 57 - an improvement of 14 places.

Key Stage 2: Reading Progress | Value



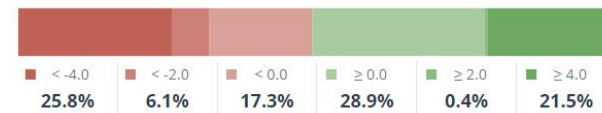
Key Stage 2: Reading Progress | Breakdown by Score Range



Key Stage 2: Writing Progress | Value



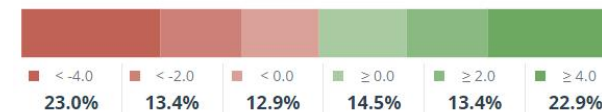
Key Stage 2: Writing Progress | Breakdown by Score Range



Key Stage 2: Maths Progress | Value



Key Stage 2: Maths Progress | Breakdown by Score Range



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